



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

100 Cochise, Winslow, AZ 86047

Winslow Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Diane G Koch
Schedule : 07:15 AM to 04:15 PM
Grades : Pre-K-6
Web Address :
Phone Number : (928) 288-8400
Fax Number : (928) 288-8492
E-mail : dkoch@winslowd.k12.az.us

Mission

Bonnie Brennan School has instructional programs ranging from preschool to sixth grade. We have three half-day sessions of Kindergarten and three sections each for grades one through three. We have two sections each for grades four through six. We have a special education program for preK-6th grades.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.
- ü To acquire the necessary skills to be employable and to also acquire knowledge necessary for further education.

Enrollment

October 1, 2005 School Year Student Enrollment : 429
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 60

Instructional Programs

- Ü ELL
- Ü Gifted
- Ü On-site Special Education
- Ü Special Education Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Responsibilities for providing and maintaining a wholesome teaching/learning environment are shared by students, parents, principal, and teachers. We provide a Student Handbook to parents at the time of their child's enrollment which explains these responsibilities, and includes policies, procedures, and guidelines to ensure student success.

Parents

Provide a safe, nurturing home environment; support the educational goals of the school; attend Parent-Teacher conferences, back-to-school nights and communicate openly with the school; encourage good attendance and behavior at school.

Transportation Policy

The school district provides busing for all students who live more than a mile from school and who reside within the district boundaries. The school also provides bus rules that students are expected to follow.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Teacher of the Year sponsored by Wal-Mart	2005
Ü Improving Score on AIMS Only School in District 2001-02	2002
Ü AIMS and Terra Nova Scores above the state average	2005
Ü Several Teachers Listed in Who's Who in Education	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	158	80010	80	88	99	457	449	447	5	6	10	9	15	18	68	66	53	18	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	90	38935	85	93	99	451	447	447	4	6	9	13	14	19	70	69	55	13	11	17
Male	21	68	40974	75	82	98	463	453	448	5	6	11	5	16	18	67	62	52	24	16	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	11	43	34545	79	88	99	445	448	432	9	2	14	9	16	24	73	70	53	9	12	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	17	60	3979	71	85	96	437	438	424	6	5	17	18	22	30	76	68	47	NA	5	6
White	14	46	35142	93	94	99	480	464	465	NA	9	5	NA	7	11	64	63	56	36	22	28
Students with Disabilities	NC	15	10161	NC	44	93	NC	440	419	NC	13	28	NC	13	28	NC	73	36	NC	NA	8
Students without Disabilities	37	143	69849	100	98	100	458	450	451	5	5	7	8	15	17	65	65	56	22	15	19
Limited English Proficient Students	--	NC	14013	--	NC	97	--	NC	413	--	NC	24	--	NC	34	--	NC	39	--	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	21	90	39029	75	88	98	445	438	432	NA	7	14	14	20	25	76	67	52	10	7	9
Non-Economically Disadvantaged	23	68	40981	85	87	100	467	465	462	9	4	6	4	9	13	61	65	54	26	22	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	157	79438	82	87	98	472	466	451	NA	3	9	9	13	24	80	74	56	11	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	91	38775	85	94	99	465	468	457	NA	1	7	9	15	22	87	73	58	4	11	13
Male	22	66	40560	79	80	97	479	462	446	NA	5	12	9	11	25	73	76	54	18	9	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	11	41	34297	79	84	98	470	465	434	NA	2	14	9	12	31	82	76	50	9	10	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	17	60	3940	71	85	95	457	457	429	NA	2	14	12	13	36	88	83	47	NA	2	3
White	15	46	34887	100	94	98	488	477	471	NA	4	4	7	13	15	67	61	63	27	22	18
Students with Disabilities	NC	14	9588	NC	41	88	NC	465	416	NC	NA	30	NC	21	32	NC	71	34	NC	7	5
Students without Disabilities	37	143	69850	100	98	100	471	466	456	NA	3	7	11	13	23	76	74	59	14	10	12
Limited English Proficient Students	--	NC	13856	--	NC	96	--	NC	407	--	NC	27	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	21	89	38685	75	87	97	464	458	435	NA	3	14	10	17	32	86	74	50	5	6	5
Non-Economically Disadvantaged	24	68	40753	89	87	99	478	475	467	NA	1	5	8	9	16	75	74	62	17	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	160	79971	82	89	99	454	440	423	NA	3	8	31	35	41	64	61	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	91	38974	85	94	99	465	451	437	NA	1	5	17	24	33	78	73	57	4	2	4
Male	22	68	40895	79	82	98	442	427	410	NA	4	10	45	49	47	50	46	41	5	1	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	11	42	34481	79	86	99	464	446	410	NA	5	10	27	26	46	64	64	43	9	5	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	17	61	3995	71	86	96	450	439	409	NA	2	10	35	38	47	59	59	42	6	2	1
White	15	47	35150	100	96	99	453	447	437	NA	NA	5	27	32	35	73	68	56	NA	NA	5
Students with Disabilities	NC	17	10258	NC	50	94	NC	419	377	NC	NA	23	NC	59	51	NC	41	25	NC	NA	1
Students without Disabilities	37	143	69713	100	98	100	456	443	429	NA	3	5	30	32	39	65	63	52	5	2	3
Limited English Proficient Students	--	NC	13985	--	NC	97	--	NC	382	--	NC	18	--	NC	54	--	NC	27	--	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	21	90	38994	75	88	98	452	434	409	NA	4	10	33	34	47	62	59	41	5	2	1
Non-Economically Disadvantaged	24	70	40977	89	90	100	456	448	437	NA	NA	5	29	36	34	67	63	56	4	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	170	80147	95	94	99	480	482	482	2	1	11	21	18	17	58	66	49	19	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	95	39281	96	94	99	474	481	483	NA	NA	9	27	19	17	62	69	50	12	12	24
Male	31	75	40780	94	94	98	484	482	482	3	3	12	16	16	17	55	63	48	26	19	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	14	41	33494	88	93	99	488	485	466	NA	NA	15	14	15	23	57	66	49	29	20	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	20	63	4117	95	94	96	472	473	456	5	3	19	30	22	27	45	63	46	20	11	8
White	21	56	36122	100	97	99	483	490	501	NA	NA	5	19	14	10	67	68	50	14	18	35
Students with Disabilities	NC	14	10295	NC	56	92	NC	476	443	NC	NA	33	NC	14	26	NC	79	33	NC	7	8
Students without Disabilities	51	156	69852	100	100	100	481	482	488	2	1	7	20	18	16	59	65	51	20	15	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	28	96	38371	90	91	97	488	478	465	NA	1	15	21	23	23	46	60	49	32	16	13
Non-Economically Disadvantaged	29	74	41776	100	99	100	471	486	498	3	1	6	21	11	11	69	74	49	7	14	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	164	79686	90	91	98	483	480	470	NA	1	11	24	22	24	65	70	57	11	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	96	39163	96	95	99	487	482	475	NA	1	9	23	20	22	62	72	60	15	7	10
Male	28	68	40438	85	85	97	480	477	465	NA	1	13	25	25	25	68	66	54	7	7	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	12	38	33299	75	86	98	483	481	452	NA	NA	17	17	18	32	75	76	47	8	5	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	19	62	4087	90	93	96	468	466	446	NA	3	16	32	27	38	68	68	44	NA	2	2
White	21	54	35914	100	93	98	496	493	489	NA	NA	5	24	22	15	52	61	67	24	17	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	51	156	69878	100	100	100	485	481	475	NA	1	8	22	22	23	67	70	61	12	8	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	28	96	38095	90	91	97	482	471	452	NA	2	17	25	27	32	64	67	48	11	4	3
Non-Economically Disadvantaged	26	68	41591	90	91	99	485	494	486	NA	NA	6	23	15	16	65	74	65	12	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	175	80372	93	97	99	492	488	475	2	3	4	14	15	30	79	79	64	5	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	101	39452	96	100	99	502	495	488	NA	3	3	12	10	22	81	83	72	8	4	3
Male	30	74	40836	91	93	98	483	478	464	3	3	6	17	23	37	77	73	56	3	1	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	13	41	33608	81	93	99	490	486	462	NA	2	6	15	17	36	77	76	57	8	5	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	20	66	4128	95	99	97	489	481	464	NA	3	4	15	17	39	85	80	56	NA	NA	1
White	21	57	36213	100	98	99	491	496	489	5	4	2	14	12	22	76	81	72	5	4	3
Students with Disabilities	NC	19	10526	NC	76	94	NC	461	427	NC	5	15	NC	26	53	NC	68	31	NC	NA	1
Students without Disabilities	51	156	69846	100	100	100	494	491	482	2	3	3	14	14	26	78	80	69	6	3	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	28	101	38521	90	95	98	499	484	461	NA	4	6	7	14	38	89	80	55	4	2	1
Non-Economically Disadvantaged	28	74	41851	97	99	100	485	492	489	4	1	3	21	18	22	68	77	72	7	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	131	79306	81	87	99	507	498	504	6	6	13	11	25	20	63	58	49	20	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	74	38845	89	93	99	511	495	505	6	4	11	6	28	20	63	59	50	25	8	18
Male	19	57	40383	76	81	98	504	502	504	5	9	14	16	21	19	63	56	47	16	14	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	NC	34	32673	NC	81	99	NC	491	487	NC	3	18	NC	38	25	NC	53	46	NC	6	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	16	52	4034	94	88	97	502	492	479	6	8	22	19	27	29	63	60	43	13	6	7
White	10	33	36234	83	89	99	NA	515	523	NA	3	6	NA	9	13	NA	70	52	NA	18	28
Students with Disabilities	--	NC	10286	--	NC	91	--	NC	462	--	NC	41	--	NC	27	--	NC	27	--	NC	5
Students without Disabilities	35	124	69020	97	98	100	507	500	510	6	5	9	11	25	18	63	59	52	20	11	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	17	78	37437	74	85	97	506	495	486	NA	5	19	18	28	26	65	59	46	18	8	9
Non-Economically Disadvantaged	18	53	41869	90	91	100	508	503	521	11	8	7	6	21	14	61	57	51	22	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	131	79000	84	87	98	495	490	489	NA	2	10	25	29	24	64	63	58	11	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	73	38774	94	91	99	497	493	494	NA	1	7	18	25	22	71	67	61	12	7	10
Male	19	58	40150	76	83	98	493	486	485	NA	3	12	32	34	25	58	57	55	11	5	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	10	34	32508	71	81	98	NA	483	472	NA	3	15	NA	41	33	NA	50	49	NA	6	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	16	52	4016	94	88	96	495	482	467	NA	4	14	13	27	37	75	65	46	13	4	2
White	10	33	36135	83	89	98	NA	506	508	NA	NA	4	NA	18	14	NA	73	67	NA	9	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	35	125	69009	97	99	100	494	490	495	NA	2	6	26	30	22	63	62	62	11	6	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	17	77	37234	74	84	97	489	485	472	NA	NA	15	18	32	33	82	66	50	NA	1	3
Non-Economically Disadvantaged	19	54	41766	95	93	99	501	497	505	NA	6	5	32	24	16	47	57	65	21	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	136	79611	88	91	99	504	500	496	NA	2	7	47	43	37	53	55	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	76	39016	94	95	99	518	514	511	NA	1	4	35	29	29	65	70	66	NA	NA	1
Male	21	60	40519	84	86	98	492	483	482	NA	3	10	57	60	44	43	37	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	11	34	32855	79	81	99	503	491	481	NA	3	10	36	38	43	64	59	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	16	55	3992	94	93	96	510	502	478	NA	4	10	44	40	46	56	56	44	NA	NA	0
White	11	35	36380	92	95	99	496	507	511	NA	NA	4	64	49	30	36	51	65	NA	NA	1
Students with Disabilities	NC	11	10664	NC	46	94	NC	450	440	NC	18	23	NC	64	54	NC	18	22	NC	NA	1
Students without Disabilities	35	125	68947	97	99	100	508	505	504	NA	1	4	43	41	34	57	58	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	18	81	37626	78	88	98	506	493	479	NA	4	10	39	46	45	61	51	45	NA	NA	0
Non-Economically Disadvantaged	20	55	41985	100	95	100	501	510	511	NA	NA	4	55	38	30	45	62	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	135	79327	86	88	98	532	520	518	7	7	19	23	25	20	49	53	46	21	15	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	76	38961	96	94	98	535	522	520	9	5	16	17	25	20	48	54	48	26	16	16
Male	20	59	40295	77	82	97	530	519	516	5	10	21	30	25	19	50	51	44	15	14	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	12	31	32327	71	78	98	537	516	499	8	10	27	25	26	25	42	55	41	25	10	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	19	54	4391	90	90	96	518	512	489	5	7	32	32	28	27	53	54	36	11	11	4
White	12	43	36373	100	93	98	551	536	538	8	5	10	8	19	14	50	56	52	33	21	25
Students with Disabilities	--	NC	9321	--	NC	87	--	NC	467	--	NC	54	--	NC	22	--	NC	21	--	NC	3
Students without Disabilities	43	129	70006	100	98	100	532	522	524	7	7	14	23	26	19	49	52	49	21	16	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	16	68	37097	80	84	97	531	514	498	6	9	27	25	28	25	44	51	41	25	12	7
Non-Economically Disadvantaged	27	67	42230	90	93	99	533	527	535	7	6	11	22	22	15	52	54	50	19	18	24

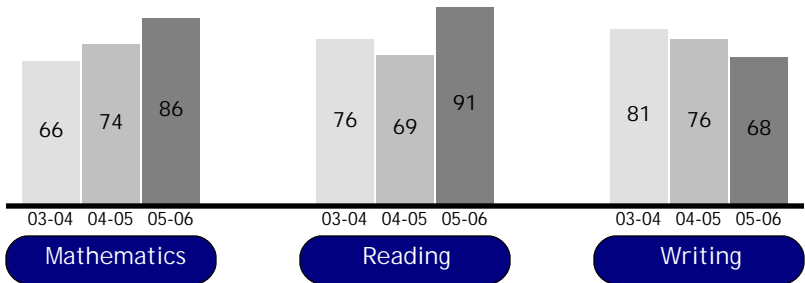
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	135	79501	90	88	98	509	506	497	2	1	10	18	21	25	76	74	60	4	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	75	39062	96	93	99	512	511	502	NA	NA	8	17	20	23	78	77	64	4	3	5
Male	22	60	40368	85	83	98	505	500	491	5	3	13	18	23	27	73	70	57	5	3	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	14	31	32389	82	78	98	515	508	478	NA	NA	16	21	23	34	71	74	48	7	3	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	19	54	4401	90	90	96	492	496	473	5	2	17	26	28	40	63	67	43	5	4	1
White	12	43	36446	100	93	99	527	519	516	NA	2	4	NA	7	15	100	88	73	NA	2	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	43	129	70090	100	98	100	510	507	502	2	2	7	16	20	24	77	75	65	5	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	17	69	37183	85	85	97	494	496	479	NA	1	16	35	30	34	65	67	49	NA	1	1
Non-Economically Disadvantaged	28	66	42318	93	92	99	517	517	513	4	2	5	7	12	17	82	82	70	7	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	140	80000	86	92	99	580	557	564	2	4	3	2	7	11	81	79	75	14	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	79	39288	96	98	99	584	571	579	4	3	2	NA	4	6	78	81	77	17	13	16
Male	20	61	40644	77	85	98	575	540	549	NA	7	4	5	11	15	85	77	74	10	5	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	12	32	32672	71	80	99	594	555	548	NA	3	4	NA	6	14	83	78	76	17	13	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	19	55	4424	90	92	97	563	554	549	5	5	3	5	5	14	79	84	77	11	5	5
White	12	46	36602	100	100	99	592	570	579	NA	2	2	NA	11	7	83	74	75	17	13	16
Students with Disabilities	--	10	9919	--	45	93	--	NA	505	--	NA	9	--	NA	35	--	NA	54	--	NA	2
Students without Disabilities	43	130	70081	100	99	100	580	561	571	2	5	2	2	5	7	81	81	79	14	10	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	16	73	37534	80	90	98	563	545	547	6	7	4	6	10	15	63	73	76	25	11	5
Non-Economically Disadvantaged	27	67	42466	90	93	100	589	571	578	NA	1	2	NA	4	7	93	87	75	7	7	16

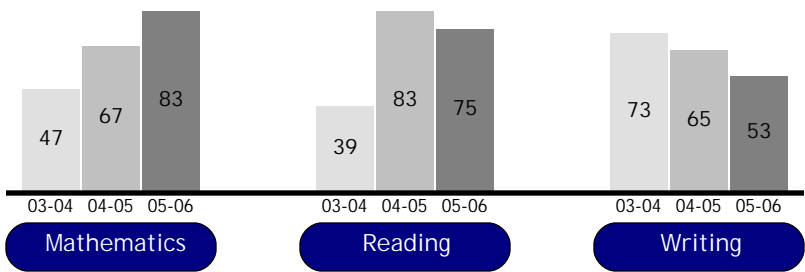
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	56	NA	58	92	51	47	47	84	50	48	46
	Language	98	43	41	50	92	52	45	47	84	52	41	48
	Mathematics	100	59	60	64	92	50	44	50	85	54	46	52
3	Reading	100	51	NA	55	94	56	51	44	80	63	58	46
	Language	100	60	55	61	94	45	44	44	80	54	54	46
	Mathematics	100	63	57	61	94	52	50	51	78	63	54	52
4	Reading	100	65	NA	56	92	50	48	48	89	61	61	52
	Language	100	60	43	52	92	46	48	49	92	63	59	52
	Mathematics	100	62	46	61	94	50	47	53	93	56	61	58
5	Reading	100	55	NA	55	97	51	52	50	82	61	58	56
	Language	100	49	47	49	97	47	47	50	86	52	50	54
	Mathematics	100	67	60	63	97	48	46	49	80	48	46	52
6	Reading	98	49	NA	56	98	51	52	51	88	67	65	56
	Language	98	44	51	48	98	49	45	47	84	61	56	50
	Mathematics	98	63	67	66	98	54	50	52	84	67	61	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Extra Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	1.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	1	0
4 to 6 years	2	3	0	0
7 to 9 years	2	5	0	0
10 or more years	5	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Multi-Purpose Room
- ü Computer Lab

Extracurricular Activities

- ü Sixth Grade Science Center Field Trip
- ü Environmental Enrichment Field Trip
- ü Winslow After School Activity Program

Social Services

- ü Counseling Services
- ü After School Abstinence for 5th and 6th
- ü Health Services
- ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We continued to improve our AIMS and Terra Nova test scores. We made adequate yearly progress as defined by the Arizona Dept. of Education.
- ü The supplemental Accelerated Reader and Math Program is used in grades three through six. We continue to focus on reading across the curriculum and use a research based reading series.
- ü We purchased new computers for our computer lab, and added a mini computer lab for our 5th and 6th grade students.
- ü We established in-service training times that are bi-monthly for our elementary teachers.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have established and practiced new evacuation procedures for fire, bomb and unwanted intruders on campus. Each school in the district has an emergency response plan in writing filed in the principal's office.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Diane Koch	(928) 288-8400
Transportation Policy	Pam Ferken	(928) 288-8107
Community Resources	Diane Koch	(928) 288-8400
School Nutrition Programs	Julian Goolby	(928) 288-8301
Parent Organization		
Student Health/Nurse	Sharon Kalisz	(928) 288-8415

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.